

Teacher(s): Johnson

Subject: Government

Week of: Mar 12 – 16, 2018

Week: 29

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	Standard(s): SSCG 5 Demonstrate knowledge of the federal system of government described in the United States Constitution a. Explain and analyze the relationship of state governments to the national government d. Analyze the Supremacy Clause found in Article VI and the role of the U.S. Constitution as the "supreme law of the land".	Do Now: Guided Instruction (<i>We do</i>)- Who created the other? States – Fed Gov or Fed Gov - States Opening: Focused Instruction (<i>I do</i>)- Introduce new GSE and two elements; assist as needed Work Session: Guided Instruction (<i>We do</i>)- Discuss federalism, division of powers and the supremacy clause (natural rights diagram) Independent Learning (<i>You do alone</i>)- Create venn diagram showing the division of powers between federal and state government plus what powers they share Closing: Guided Instruction (<i>We do</i>)- Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Venn Diagram 	Formative: Teacher Observation Q&A Venn diagram
	Purpose: To provide the students an opportunity to discuss and analyze the supremacy clause and the relationship between state and national governments with the use of venn diagrams			Summative:
Tues	Standard(s): SSCG 5 Demonstrate knowledge of the federal system of government described in the United States Constitution c. Analyze the ongoing debate that focuses on the balance of power between state and national governments as it relates to current issues. e. Describe the roles of Congress and the states in the formal process of amending the Constitution.	Do Now: Guided Instruction (<i>We do</i>)- Does the natural rights diagram still reflect the today's state – fed relationship? Opening: Focused Instruction (<i>I do</i>)- introduce new elements; assist as needed Work Session: Guided Instruction (<i>We do</i>)- Discuss current balance of power between state – fed, executive orders and the four methods of amending the Constitution Independent Learning (<i>You do alone</i>)- Create diagrams reflecting original natural rights diagram, revised to reflect today's reality and to reflect the four methods of amending the constitution Closing: Guided Instruction (<i>We do</i>)- Which is better – natural rights or present day? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> diagrams 	Formative: Teacher Observation Q&A diagrams
	Purpose: To provide the students an opportunity to discuss and analyze the current versus the original balance of power between governments then create diagrams to reflect that relationship and to reflect the methods of amending the constitution			Summative:
Weds	Standard(s): SSCG 5 Demonstrate knowledge of the federal system of government described in the United States Constitution	Do Now: Guided Instruction (<i>We do</i>)- 5 min quick study Opening: Focused Instruction (<i>I do</i>)- review quiz procedures Work Session: Independent Learning (<i>You do alone</i>)- Complete the CD 5 Quiz (hold classwork from CG 5 until Friday) Closing: Guided Instruction (<i>We do</i>)- What elements were still a problem? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A CG 5 Quiz
	Purpose: To provide the students an opportunity to validate their learning CG 5			Summative:

Thurs	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Do Now: Guided Instruction (<i>We do</i>)- Sign in to Achieve 300 (Lab 126) Opening: Focused Instruction (<i>I do</i>)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1 st score and showing me that you have 5 dots indicating completion of the work Work Session: Independent Learning (<i>You do alone</i>)- Complete requirements of the reading assigned on Achieve 3000 Closing: Guided Instruction (<i>We do</i>)- Verify quiz grades and completion of the 5 areas Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Achieve 3000 	Formative: Teacher Observation Q&A Achieve results
	Purpose: To provide students with an opportunity to enhance their ability to read within a structured online environment.			Summative:
Fri	Standard(s): SSCG 4 Demonstrate knowledge of the organization and powers of the national government SSCG 5 Demonstrate knowledge of the federal system of government described in the United States Constitution	Do Now: Guided Instruction (<i>We do</i>)- 5 min quick study Opening: Focused Instruction (<i>I do</i>)- review testing procedures Work Session: Independent Learning (<i>You do alone</i>)- complete Unit 4 (CD 4 & 5) Exam and turn in designated classwork Closing: Guided Instruction (<i>We do</i>)- Did you do as well as you expected? Why or why not? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: To provide the students an opportunity to validate their knowledge acquired for CG 4 and 5			Summative: CG Unit 4 Exam